

WOMAN'S VARIED INTERESTS

A SIMPLE SCHOOL SUIT



THIS boyish Norfolk suit of covert cloth is suitable for sports wear as well as for school. The short skirt flares slightly at the sides and is finished with a stitched pleat at the front. From yoke to belt a box pleat appears on the jacket, and at the sides are large patch pockets.

Photograph by Fashion Camera Studios.

"Natural Education" Replacing Years of U. S. WOMEN TOIL "Imbecile Boredom," Under Present Regime May Make Prodigies of All Children, Mrs. Stoner Believes.

Every Child Is a Trinity—Mental, Physical, Moral—Says Educator Who Chanted Virgil to Restless Baby and Who Is Educating Children to Become Supernormal.

By DORIS E. FLEISCHMAN.

THE crime of modernity is that belief which forcibly detains the child in a state of imbecile boredom. For six or seven years the child is told, "Thou shalt not learn." At the end of that time he is sent to school and forced. The child is a thinking animal who should be trained from the first day of its life, but never forced to learn.

This is the basic belief of a woman who is responsible for the education of prodigies. She is the mother of a child who, at the age of twelve, is the author of ten published books in rhyme and prose, is a teacher, plays five or six musical instruments, and withal is a big, strapping girl, unconscious of her own achievements and desirous of becoming an editor of a magazine and a cowboy when she grows up.

Never Treated Child Like a Baby.

"I have never treated her like a baby," explained the mother, Mrs. Winifred Sackville Stoner. "I have always talked to her as if she could understand me, from the time that she was a day old. I have never talked baby talk, and I have always borne in mind the fact that she is a human being who would have to live in the world, and that since learning is far easier and pleasanter than not learning, she might better start in at once to learn."

Mrs. Stoner is a large, exuberantly healthy woman, abounding in energy, in ideas and in a quick grasp of situations and issues, which gave her the courage and ingenuity to learn from the cat and its kitten and to carry over the advantages of the Indian method of education into our methods, which she believes are found and distorted by superstition and restricted by mandates of unknowing physicians.

"It has generally been considered dangerous for a child to learn. It has been thought that to use its mind would upset the child's nervous system and impair its physical being. This is false. Every child is a trinity—mental, physical and moral. None should be neglected.

Stimulating Child Not Harmful.

"It is true that the physical is the most important, but that is no reason for refusing to the child the other essentials. To stimulate a child's mind is not harmful. To force a child's attention is the only dangerous thing. Physicians would put a child in a dark room and let it sleep. They would not allow the child to be amused, they would utterly prevent the training of its senses, and all in the name of the child's health. But a child need not sleep more than it wants. It may pass its waking moments in a state of beautiful interest, and at the same time learn those things which will help him in his after life."

Mrs. Stoner then told of the manner in which Winifred, Jr., of whom Dr. M. V. O'Shea, famous educator, said, "The typical college graduate knows less and can do less than this girl can do," acquired rudiments of her remarkable education in the languages.

Used Virgil as Soothing Syrup.

"Instead of singing her to sleep, which method usually sends the child to sleep in a mild stage of nervous prostration, I chanted Virgil, scanning the first book of the *Iliad* over and over again.

"I taught her mammy to chant it to her, and in this way she was able to scan Virgil before she was one year old. Virgil is the best and most harmless soothing syrup I know. And in addition to acquainting her with this language, upon which most of the others are founded, it trained her sense of rhythm. That is why she wrote jingles almost as soon as she could talk. When she was five years of age she knew by heart, and understood, the first book of Virgil."

No Child Is Merely Average.

Mrs. Stoner says: "Every child has its talent. Find the talent in your child and cultivate it." Her system is one which aims at the development of the supernormal. "We have schools for the abnormal, and schools for the average. I am thinking of the supernormal. No child is an average child. If they are trained correctly they may all be prodigies, in the present sense of the word. That will give us our higher race."

"Just think of the infant prodigies that history mentions. Julius Caesar, who was starting at the age of three. Also Confucius—and children who accomplished wonders at four years are numerous. Milton wrote Latin verse, and Pope Greek stanzas. John Stuart Mill tells us how his father set him to tasks requiring prodigious concentration and critical judgment at the age of five and six. Emanuel Kant had a large class of pupils at the age of seven. These people are all exceptions, but they should not be. They have merely taken advantage of the sponge-like quality of the mind, which, as William James says, lasts up to the age of twelve.

All Memorizing Before Twelve Years Old.

"All the great memorizing should be done before this period, and the strong foundation for all future learning laid then. And all should be taught naturally. So many things are of interest to the child that there should be no waste of time. And learning should not be put off merely for the sake of putting it off. Why should not the child be taught astronomy? Every child is interested in the stars and their location quite as much as it



In the circle is Mrs. Winifred Sackville Stoner and above, her gifted daughter, Winifred, Jr., and the latter's pupil, Billy Walsh, four years old, poet and orator.

would be in the mythology connected with them."

In a like manner the physical training of Winifred, Jr., most modest of prodigies, who recites Cicero's orations to interested guests merely because it is polite, and with no least desire to "show off," began when she was but a few weeks old. When she was six weeks old she was raised by her hands, hanging to a stick.

Director of Twenty-five Schools.

Mrs. Stoner is the director of twenty-five schools in America, and one each in Brussels, Paris, Rome, London and in Berlin. And in all of these she teaches the children how to play, and teaches them more easily than most people can fancy.

There are five principles of education, and here the children acquire them in actual tuition of two hours a day. "Observation, intense interest, concentration, imitation and exploration. These five attributes belong to education. Once a child has learned them it has acquired what our educational institutions primarily and fundamentally desire for it." During the remainder of the day, while the child is not at school, it has acquired enough helpful play material with which to

occupy its attention until the next period.

"Public School Systems Wrong."

"The public school systems are all wrong. They get the child when it is far too old, and suddenly, without any previous training on the part of the child, attempt to force knowledge into its mind and demand attention to subjects which are not interesting to it. If children do not love school, that is the fault not of the child, but of the schools, which teach him not what he wants, but only what he does not want. Everything may be presented at some time in a pleasant light to the child, and everything which can be of any possible service to him at any time should be taught him."

But it is the education of the parents, not only the mother, or only the father, but of both, in which Mrs. Stoner is interested. Such changes as individualizing the public school system, having not more than ten children for each teacher, and having better paid teachers, who are given shorter hours, so that they may be happy workers instead of dreary drudges, will make a difference, she thinks. Each boy and each girl should have courses in school to teach parenthood. But the real education must come from the home.

FOR BELGIAN AID

Use Many Devices to Swell Fund Now Close to \$1,000,000.

Women in more than seventy-five cities and towns throughout the country are showing their ingenuity by devising schemes for aiding the Belgians, according to the report of the Commission for Relief in Belgium made yesterday.

Scores of devices are used, ranging from a house-to-house canvass in Birmingham, Ala., to Chicago's plan of persuading the telephone and lighting companies to contribute more than \$25,000. Mass meetings, concerts and entertainments in profusion have done their part, and in Chattanooga, Tenn., the women enlisted the aid of the Boy Scouts, who sold Belgian flags on the principal streets.

Toy banks in Pasadena, Cal.; a sale of Belgian lace at Stamford, Conn., and a penny contribution meeting at Walnut Creek, Cal., have been other features arranged by the women.

A dispatch to the commission yesterday from New Orleans stated that the steamship *Glenshiel*, loaded with foodstuffs and clothing, which went aground at the mouth of the Mississippi on Sunday, will soon be off. The cargo is valued at \$553,224.

Contributions to the Belgian Relief Fund received yesterday amounted to \$1,347.16, bringing the grand total up to \$999,350.24. J. P. Morgan & Co. announced the receipt of \$1,002 more for the American Ambulance Hospital in Paris, making that total \$382,938.02.

The Wall Street Relief Committee, formed when the Stock Exchange closed at the beginning of the war, announces that it has 773 unemployed men and women clerks and stenographers still on its list. The committee urges quick action, as it expects to disband in thirty days.

The British American War Relief Fund for British soldiers and sailors, of 200 Fifth Avenue, shipped 9,044 articles last Saturday. All money contributions to this fund are spent in America for tobacco, bandages, socks, vaseline and other supplies.

Poland's appeal has been set forth by the General Relief Committee, of which Henry Sienkiewicz is president and Ignace Paderewski is vice-president. J. F. Smulski, 1201 Milwaukee Avenue, Chicago, is the treasurer in America.

Members of the junior committee of the LaFayette Fund met yesterday afternoon at the Vanderbilt Hotel to arrange for "The Children's Revolution," to be given April 8 at the Park Theatre. This second performance is given to start the new fund for comfort kits for convalescent French soldiers returning to the colors.

NEEDS HELP TO HELP SELF

Woman's Pluck Related by Charity Organization.

When Mr. P. was forced to go to the hospital with tuberculosis his wife realized that she must try to take his place and earn the necessary income for the support of the home. She had not been accustomed to work and at first lacked confidence, but work was found for her through the Charity Organization Society, which encouraged her to feel that she had friends who were interested in her and her children, seven and five years of age.

Mrs. P. proved to be a good worker, so that after the death of her husband she was ready to become the breadwinner of the family. She averages about four days a week, the remaining two days being spent at home doing the family washing and keeping the children's clothes mended. To continue the plan which the society has started \$8.50 a month is needed for rent, and the society would be glad to have contributions toward the \$102 needed for the coming year.

Gifts may be sent to the office of the society, at 135 East Twenty-second Street, and will be acknowledged.

ESTATE MOSTLY JEWELRY

Mrs. H. K. Hilton Left \$34,217 in Gems, \$663 in Cash.

With the exception of bank deposits amounting to \$663 and personal belongings valued at \$1,500, the entire estate of Mrs. Hattie K. Hilton, who died in 1905, was in jewelry, on which a value of \$34,217 is placed.

The report of the transfer tax appraiser, filed in the Surrogate's Court yesterday, shows that Mrs. Helen Hilton Ford, granddaughter of the late Judge Henry Hilton and daughter of the deceased, received \$19,991 from the estate of her mother. Mrs. Ford, now the wife of Stanley H. Ford, an actor, was formerly Mrs. Allan Lawrence Story, daughter-in-law. Mrs. William Cumming Story, a prominent member of the B. A. R. The rest of the estate of Mrs. Hilton went to two sons.

Some of the pieces of jewelry owned by Mrs. Hilton were: A diamond necklace, containing fifty-two diamonds, valued at \$12,000; three pearl rings, \$4,500; pair of pins, pearl earrings, \$3,000; cabochon emerald and diamond ring, \$1,500; and emerald and diamond buckle, \$5,000.

Women who manage their affairs—
William P. Bonbright & Co.
Incorporated
14 Wall Street, New York

Announce the establishment of a Woman's Department in charge of Miss Alice Carpenter.

Correspondence solicited from women interested in securing safe investments.

Household Hints No. 9



"Ladd" Mixer

Here is a mixer for Eggs, Cream, Mayonnaise—or anything that needs to be beaten, churned or mixed—that cannot be excelled for all around utility.

It consists of a heavy glass jar with a metal top into which there is fastened one of the famous "Ladd" eight-bladed beaters. The top is clamped on the jar and may be opened at one side for filling—or taken off entirely. The beater is easily removable for use outside.

All metal parts are of nickel-plated steel and are easy to keep clean and bright.

Ladd Mixer, 1 quart \$1.75
Ladd Mixer, 2 quarts 2.50

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LEWIS & CONGER

Home Furnishings
45th St. & 6th Ave., N. Y.

HORLICK'S

The Original Malted Milk

Unless you say "HORLICK'S" you may get a Substitute.

RICH MOUNTAIN JET JEWELRY, specialty imported for Ladies' Fashions, Elegance, A. F. JAMES, 1010 Ave. of the City.

HIKE TO BUFFALO BY MRS. BLATCH, 59

Veteran Leader Plans New Demonstration in Suffrage Cause.

Mrs. Harriot Stanton Blatch, president of the Women's Political Union, though nearly sixty years old and grown gray in the suffrage cause, may "hike" to Buffalo. She said yesterday that if she continues to feel as well as she does now, after six weeks' rest from suffrage work, she will undertake a walk to the other end of the state, campaigning along the way.

"If Mrs. Blatch goes we'll all go along," Mrs. Calvin Tomkins said when she heard of the plan.

Mrs. Blatch, who was on the brink of a nervous breakdown when she left New York, now looks twenty years younger. The Congressional Union is regretting her recovery, for it has been followed by her withdrawing from the work for the federal amendment, in which previously she had joined. She will not attend the conference of the Congressional Union's advisory council at the home of Mrs. Oliver H. P. Belmont to-morrow.

"The women of New York," she said yesterday, "have a tremendous piece of work before them. We have got to convert the voters of this state in the next seven months. We haven't an ounce of strength to spare for the federal amendment. Congress doesn't meet till next winter, and it would be worse than silly to deflect one inch from our state work to boom the federal amendment."

It looks as if the Women's Political Union was going to follow her in this matter, for Mrs. John Winters Brannan, its treasurer, who was announced by the Congressional Union as chairman of the luncheon that will precede the meeting at Mrs. Belmont's, says now that she will be out of town to-morrow and so cannot attend.

The Women's Political Union is planning a strenuous campaign for the next seven months.

"It isn't all work that makes for publicity, but it counts," Mrs. Blatch said. "For example, we have formed a big referendum committee, composed of leaders in various men's organizations, political parties, etc. These leaders will do what they can to swing their co-members to work and vote for us. But we can't say much about this. At midnight on election day I will give out the names on our referendum committee."

The Women's Political Union lunch wagon will start out to convert the city early in April. The union is planning to start a school for watchers at the polls as soon as it finds out what the Legislature means to do to the election law.

The woman suffrage party will also have a school for watchers. There will be two sessions, April 14 and 16, in the Country Life Exposition hall at Grand Central Station.

Assistant Secretary of Agriculture Gives Advice on Mixing Flours

Mr. Vrooman Says That the American Housewife Could Materially Reduce Her Food Bills by Mixing Flours, and Tells How To Do It.

THAT the American housewife is herself quite capable of doing all the flour mixing desirable is the opinion of Assistant Secretary of Agriculture Vrooman on the mooted mixed flour question. He further states that the American housewife could materially reduce the cost of living if she would acquire the flour mixing habit.

"There are some thirty substitutes that can be mixed with wheat flour in making bread," he said in a statement issued here to-day. "Many of these are more nutritious than wheat flour; some of them are cheaper than wheat flour, and of these, two or three, at least, are commercially obtainable almost anywhere.

Boiled Rice or Mashed Potatoes.

"Potatoes have a certain advantage in this regard, since potato bread can be made without going to the trouble of getting the commercial potato meal. Plain mashed potatoes, four parts of mashed potatoes to three parts of wheat flour, will serve the purpose quite well. If the dry potato meal or flake is used, the ratio should be one part of potato to three parts of flour. Boiled rice can be used in much the same way as mashed potatoes, care being taken to allow the water in the rice and to use about three times as much in bulk as would be used of the rice flour.

"In making potato bread the sponge should be used, and just enough water to serve to mix the yeast with the potato, since the sponge becomes very soft after partial fermentation. The remainder of the flour is worked in afterward, care being taken to make an extra stiff dough, which should be raised till quite light. This bread is more moist than bread made solely of wheat flour.

"Corn flour, which should cost about two-thirds the price of wheat flour, may be mixed with wheat flour directly— one part of corn flour to three parts of wheat flour. Use the mixture just as though it were wheat flour, and mix it yourself.

Less Protein in Starchy Materials.

"It should be remembered that the addition of starchy materials, such as potatoes, rice or cornstarch (which is sometimes used to adulterate wheat

flour in baking), tends to make a loaf less rich in protein, and once less nutritious than the straight wheat flour. The addition of corn flake makes little, if any, change in the nutritive value of the bread, but makes it cheaper.

"There are other flour substitutes, such as soybean meal and pea flour, which add greatly to the nutritive value of the loaf when mixed with wheat flour. These products, unfortunately, cannot be recommended in the present emergency, since they are not as yet common articles of commerce in this country."

Anti-Militarism Not Encouraged by Forbidding Military Toys.

By SIDONIE MATZNER GRUENBERG.

IN times of peace many of us can visualize the horrors of war clearly enough to make us oppose everything that encourages militarism. But with half of the civilized world bleeding, the horrors are before the minds of all of us constantly, and we are moved to do something more effective than shutting our eyes. We realize the importance of inculcating in the young a type of patriotism that is free from aggressiveness or jingoism. Confident of our patriotism, we turn our attention to a crusade against "military" toys and the playing of soldiers by the children.

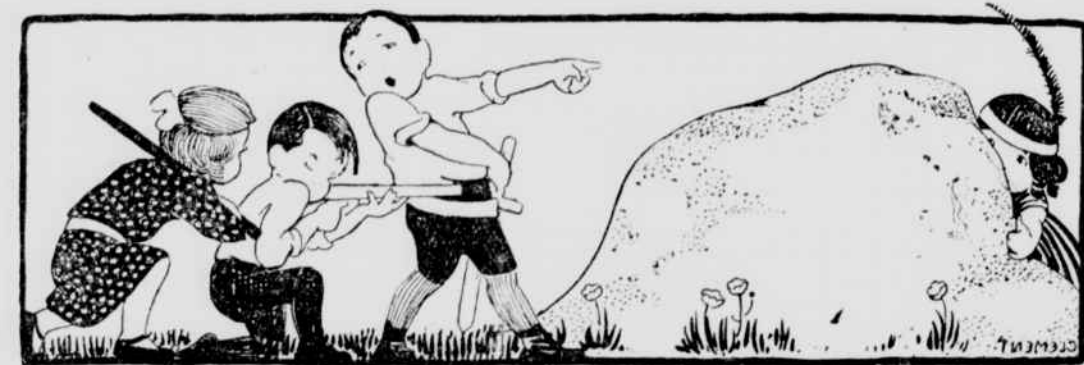
There is, of course, no use in over-

stimulating children in these plays. Nothing is to be gained by urging a more lively interest in details of military campaigns or in making the children more familiar with the instruments of destruction. But neither is it wise to forbid to boys the playing of soldier.

When boys play soldier it is in response to two facts which cannot be entirely removed. The child, at a certain age, will not only imitate what he sees going on around him, but he will dramatize all the activities of which he learns. This instinct is there if the child is normal, and any outside regulation, to be effective, must consist not of rules regarding what may or what may not be played, but it must take the form of selecting all the ideas that are to enter the child's mind. This is obviously an impossible task. With all his devices and resources, the father of the Buddha failed in his efforts to keep from the child all knowledge of suffering and death. Nor can we hope to keep our children long in ignorance of suffering and death, of war and murder, of robbery and other crimes. And whatever they learn they will incorporate in their plays just as certainly as they have any opportunity to play at all.

Forbidding certain types of play will not modify the natural impulses to

Shall You Let Your Children "Play Soldier"?



imitate and to dramatize. Neither will it destroy the child's natural interest in the unusual and in the "dramatic." On the contrary, forbidding is one of the surest ways of arousing interest, one of the surest ways of tempting to action.

Children Impersonate Without Prejudice.

But even if we could prevent the children's participation in these mimic parades and warnings, it is very doubtful whether it would be worth while to do so. The injury that may come from playing soldier has been exaggerated. The fact is that children do all of their playing, at least during the years before adolescence, entirely without prejudice. They are alternately Indians and Puritan Pilgrims; they impersonate the parish priest or Captain Cook with equal sincerity and abandon. When they enact a stage robbery there is no moral implication in the assignment of roles, and as they view the drama of life from the unsophisticated level of three to four feet, every character has his proper place and is worthy of a fair presentation.

The perfect naivete of the child in adopting the character which he is, for the time being, impersonating is shown by the answer that little Fran-

Impersonating Pirates and Robbers Not Necessarily Harmful.

strenuous but futile efforts to get into the West Point Military Academy, and the minister actually joined the army. All three are now spending a considerable portion of their time combating militarism. And thousands of similar cases can no doubt be found in all parts of our population.

When there is so much constructive work that may be done in the developing of the child's character, the worry about playing soldier seems a pitiful waste of energy. It is a pity to snatch from Bobby his tin soldiers, or to look

discovered when his prim Aunt Sabrina discovered him dancing about the nursery without a scrap of clothing on. "Whatever are you doing in this state, child?" asked the aunt in a tone that was meant to express reproach as well as disapproval. "Don't you see?" returned Francis, pointing to his ankles, which were ornamented with bits of colored worsted. "I am one of the Early Sea People." Francis had not invented the character; he had merely adopted him from the book they had been reading in school.

The question of the moral effect of impersonating the soldier is very much like the older question of what happens to the actor who takes the part of the villain in the play. Should the children's play be quite without its villains or bad fairies? Then it is incomplete and not sufficiently true to life to be interesting, to be satisfying. On the other hand, if the evil spirit is to appear, will it harm your child or mine to play his role?

Boy Soldier May Become a Minister.

Experience shows that children may play robber and pirate with great gusto, and yet grow up to be upright and honored citizens, and even judges. In the same way it is quite possible for children to play soldier, and then become advocates of "peace at any price."

The literary editor of a well known woman's magazine, the editor of an educational magazine, and a prominent minister, all told me that they had ambitions toward a military career—not during childhood, but during late adolescence. The editors both made

daggers at him when he admires a toy gun; let the child have his play and he will be a better man for it. What is needed is not the hiding of drums and muskets, but the positive cultivation of ideals of peace and humanity. Moreover, at each stage of interest the play of the child affords an opportunity to formulate standards and ideals of conduct that should be seized and utilized. It is when he is playing soldier that the child can learn the meaning of loyalty and devotion and self-sacrifice and fortitude, and these may remain when the drum and tin are discarded for another character.

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